Embedded Learning Opportunities

Learning Objectives

- Define what is Embedded Learning Opportunities (ELO)
- Demonstrate how embedded instruction is a key strategy for improving learning outcomes for all children
- Define the three key components of ELO
- Define strategies to help with intentionally planning ELOs

Multi-Tiered System of Supports (MTSS)

- **<u>Universal Level of Supports Tier 1</u>**: All children receive this level of supports

- **<u>Targeted Level of Supports Tier 2</u>**: Increased academic support team, team evaluates and identifies need

- **<u>Intensive Level of Support Tier 3</u>** Intensive academic support

Let's Define Embedded Learning Opportunities

Definition

- "Embedded Practices or embedded instruction is an approach to providing planned and systematic instruction during contextually relevant, ongoing activities and routines to support child engagement and learning."
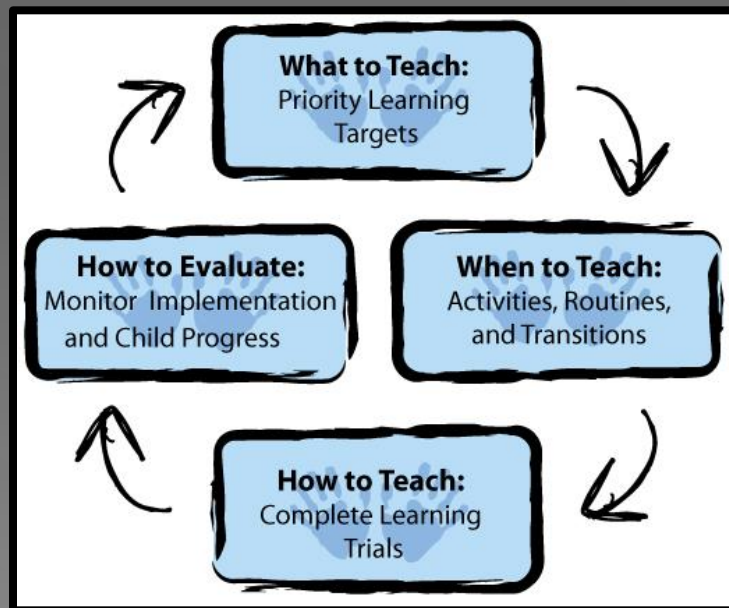
Snyder, Hemmeter, McLean, Sandall, and McLaughlin, 2013

The Division of Early Childhood of the Council for Exceptional Children (DEC)

- Instructional practices are used to maximize learning and improve developmental and functional outcomes for young children who are at risk for developmental delays/disabilities
- Recommended practice (Instruction 5)
- Practitioners embed instruction within and across routines, activities and environments to provide contextually relevant learning opportunities

Division of Early Childhood Council for Exceptional Children Recommended Practices 2014
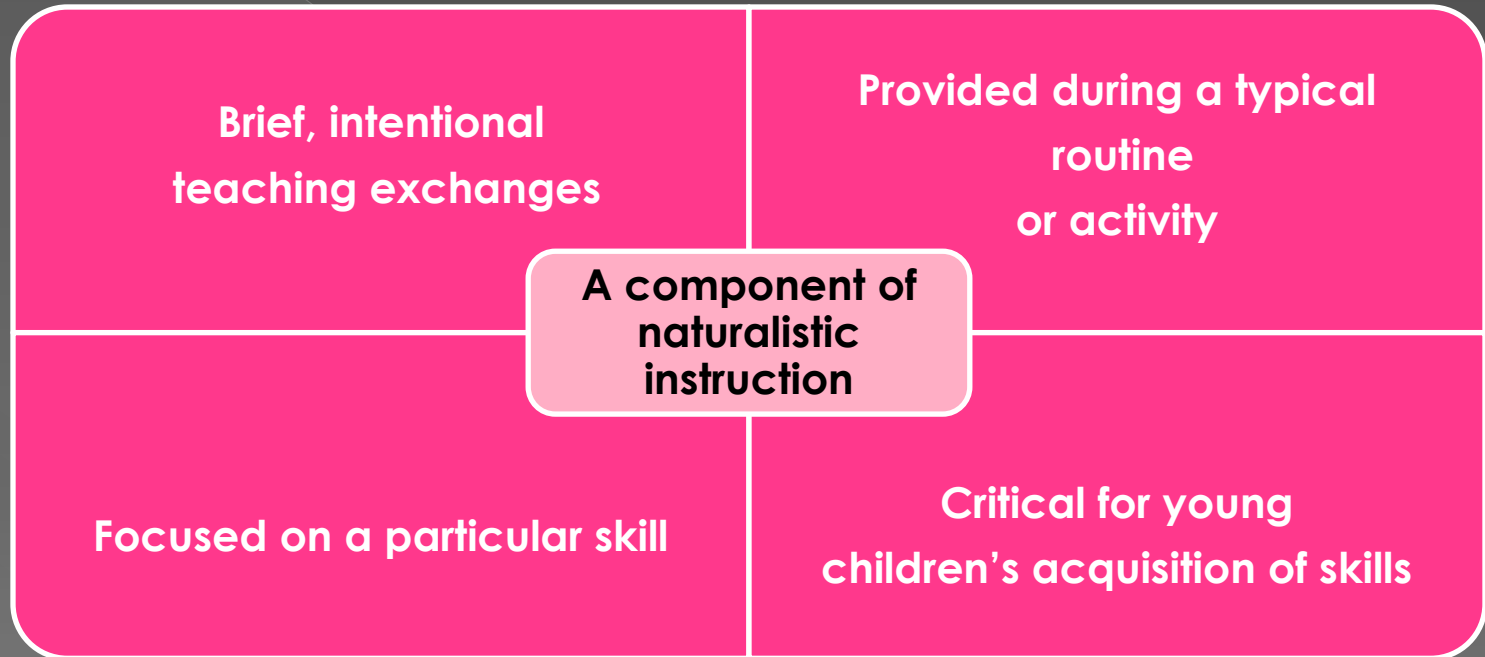
Teacher's role

- The teacher, identifies what to teach and how to teach to ensure that all children have access to and participate in the daily routines and activities. Blended practices or embedded learning opportunities involve intentional teaching.
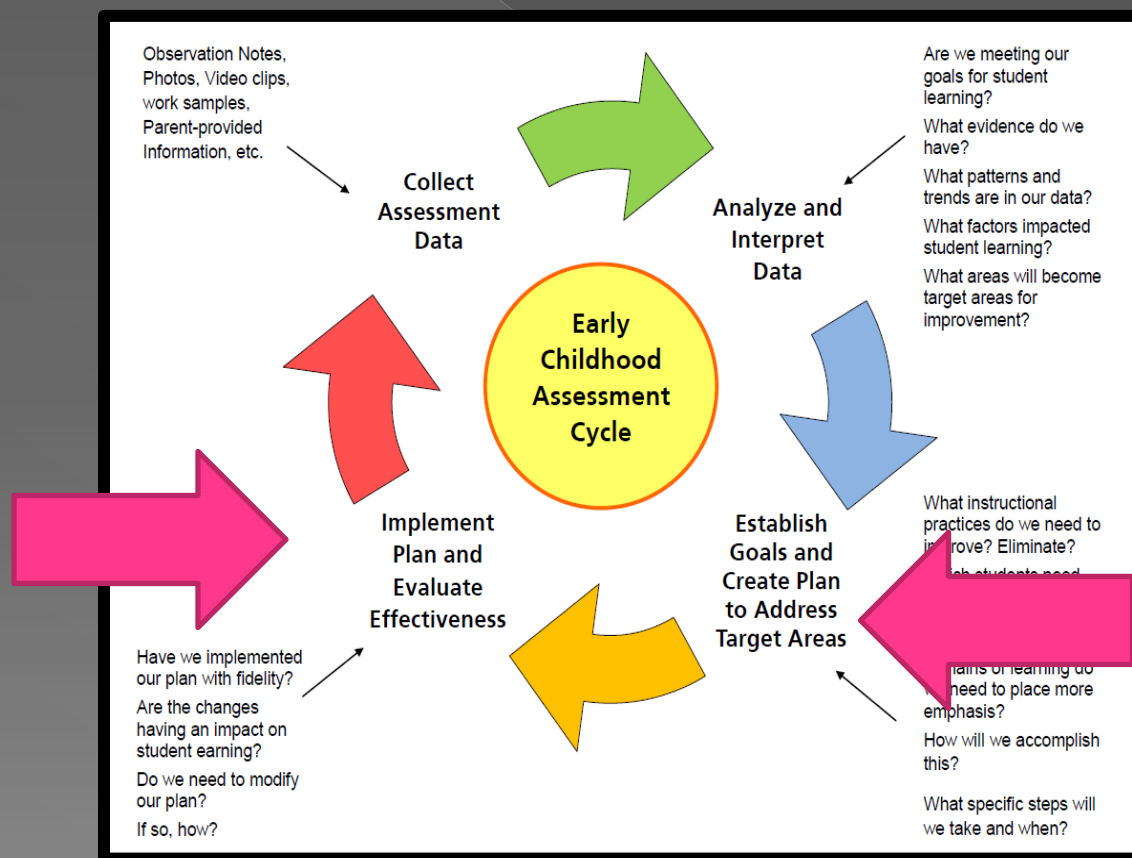

(Copple & Brenekamp2009)

Embedded Learning Opportunities (ELOs)

Brief, intentional teaching exchanges	**Provided during a typical routine or activity**
Focused on a particular skill	**Critical for young children's acquisition of skills**

A component of naturalistic instruction

Johnson, Rahn, & Bricker, 2015; Sandall & Schwartz, 2008

Cycle of Assessment

ELO Components
What does it look like in practice

ELOs consist of Three Components

Antecedent
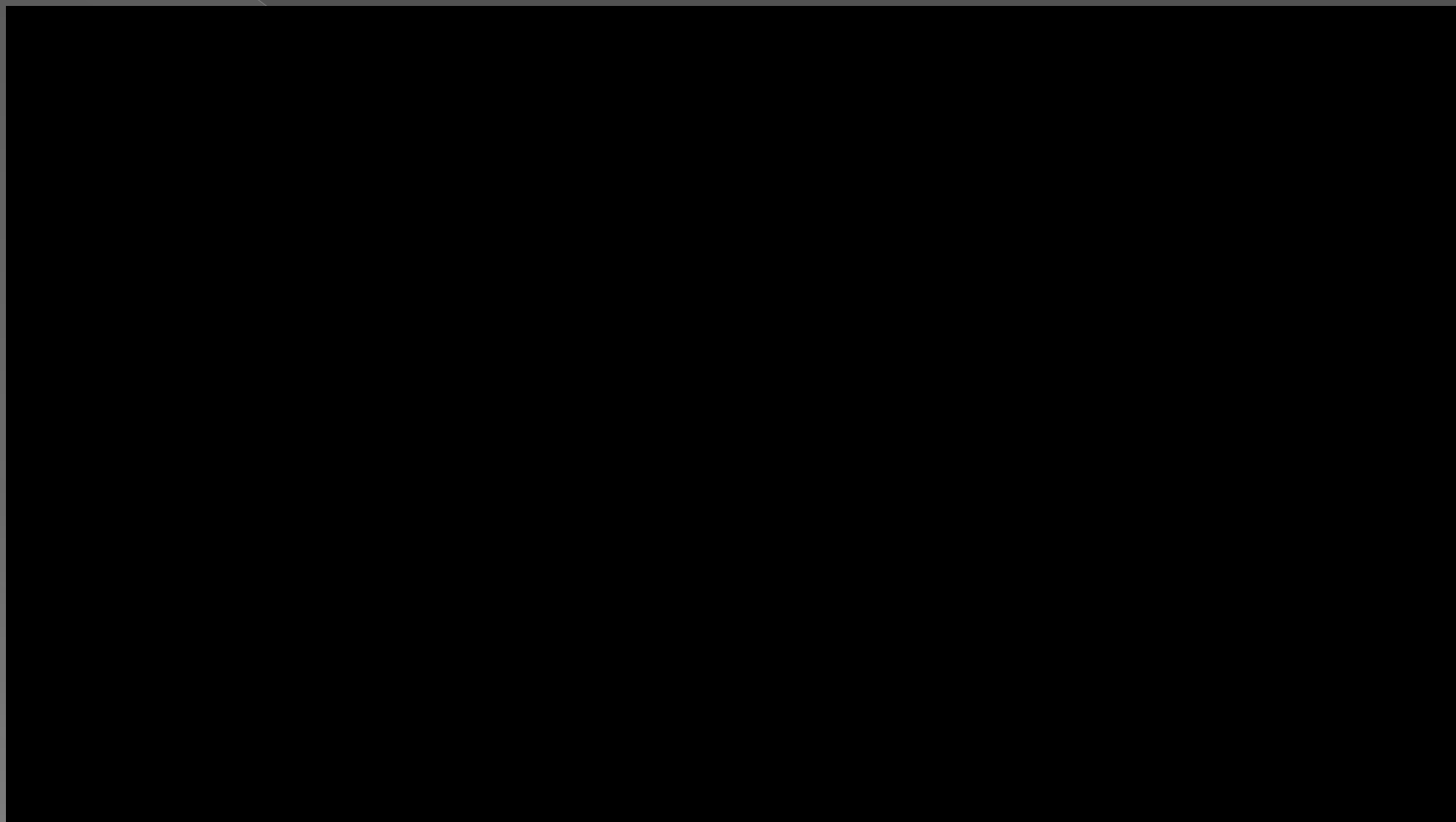
Child Behavior

Consequence

Antecedent

Antecedent

Antecedent

Definition: **What happens immediately before the behavior/learning opportunity occurs.**

Key: **We want to specify what the adult will do to provide an opportunity for the child to practice the skill.**
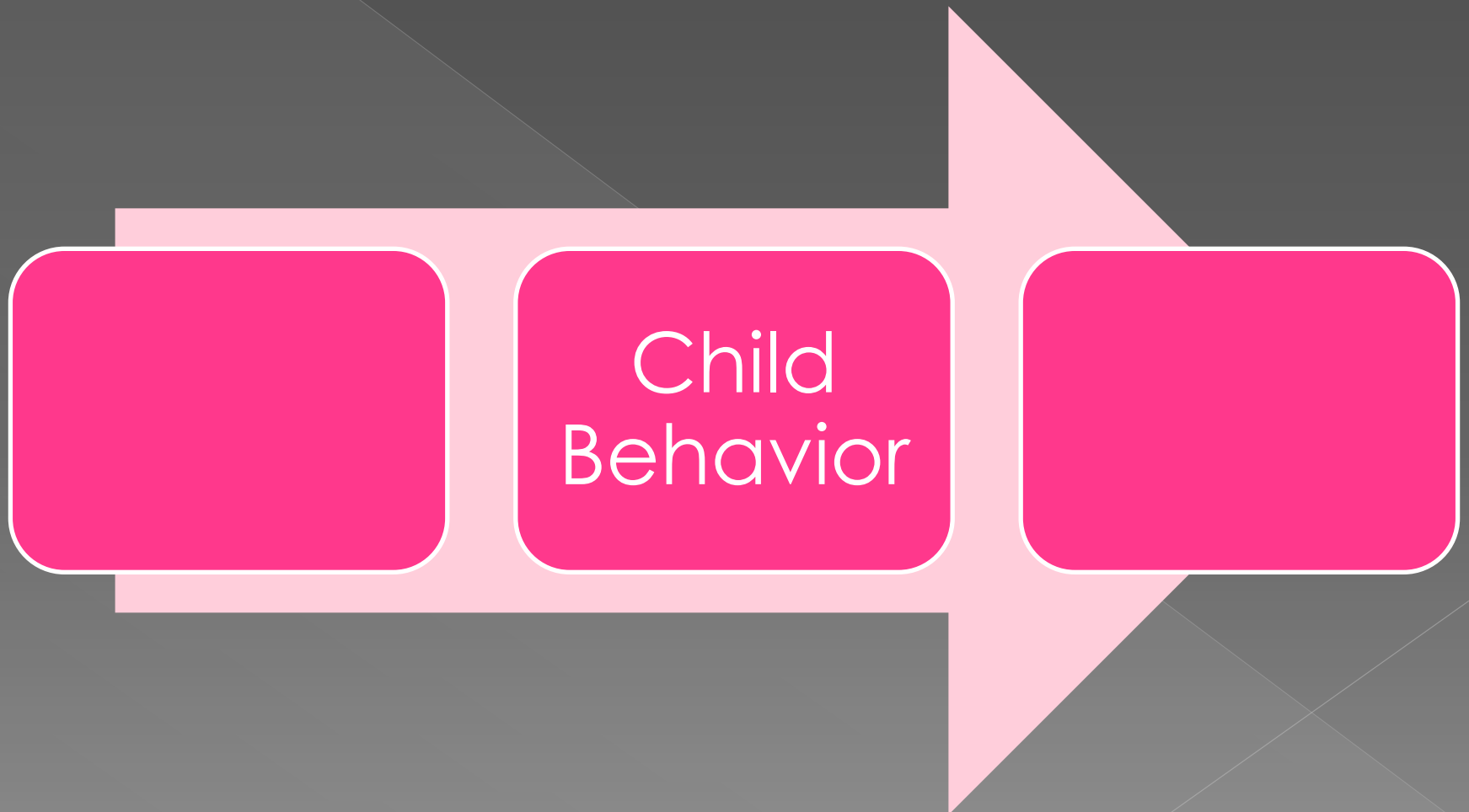
Examples:

➤ **Prompts (verbal, gestural, and physical)**
➤ **Arrangement of the physical environment within the setting**
➤ **Models (verbal and physical)**
➤ **Physical assistant**
➤ **Time Delay (offer prompt, stop and wait and see)**

Jacob

Behavior:

Child Behavior

Behavior

Definition: The behavior or skill we would like to see the child demonstrate and integrate within the day to day routine and the classroom environment

Key: The desired behavior should be critical skills needed for them to be successful while participatiing in the classroom environment
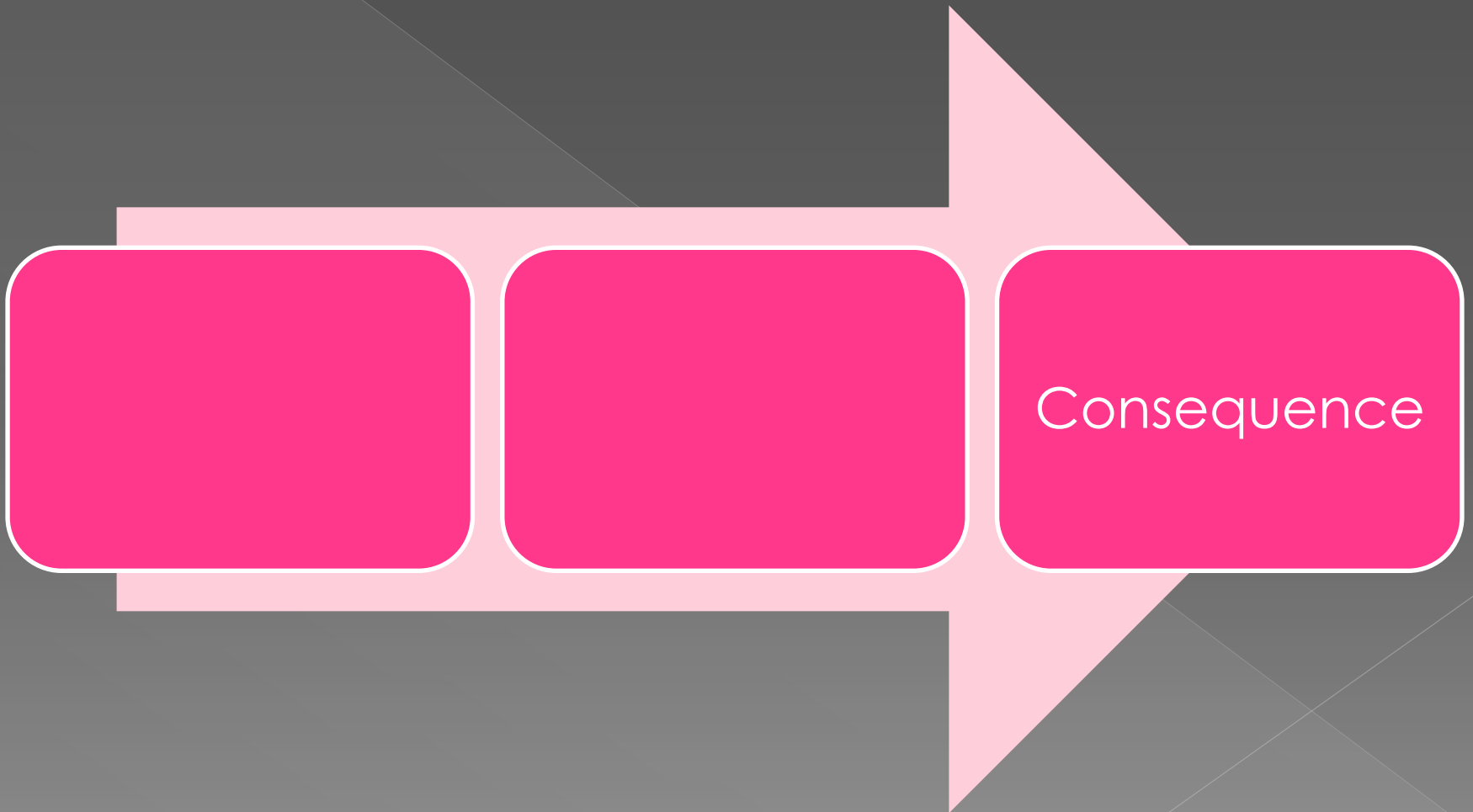
Examples:

➢ Often these are the IEP goals and objectives

➢ These behaviors need to be clearly defined

➢ Needs to be observable and measurable

Luke

Consequence

Consequence

Consequence

Definition: What happens immediately after the behavior for both the adult and child

Key: To increase the likelihood that child will demonstrate the behavior again

➢ Examples of Consequences;
Child obtains desired item
➢ Child obtains social attention
➢ Child gains access to a preferred activity

Jack
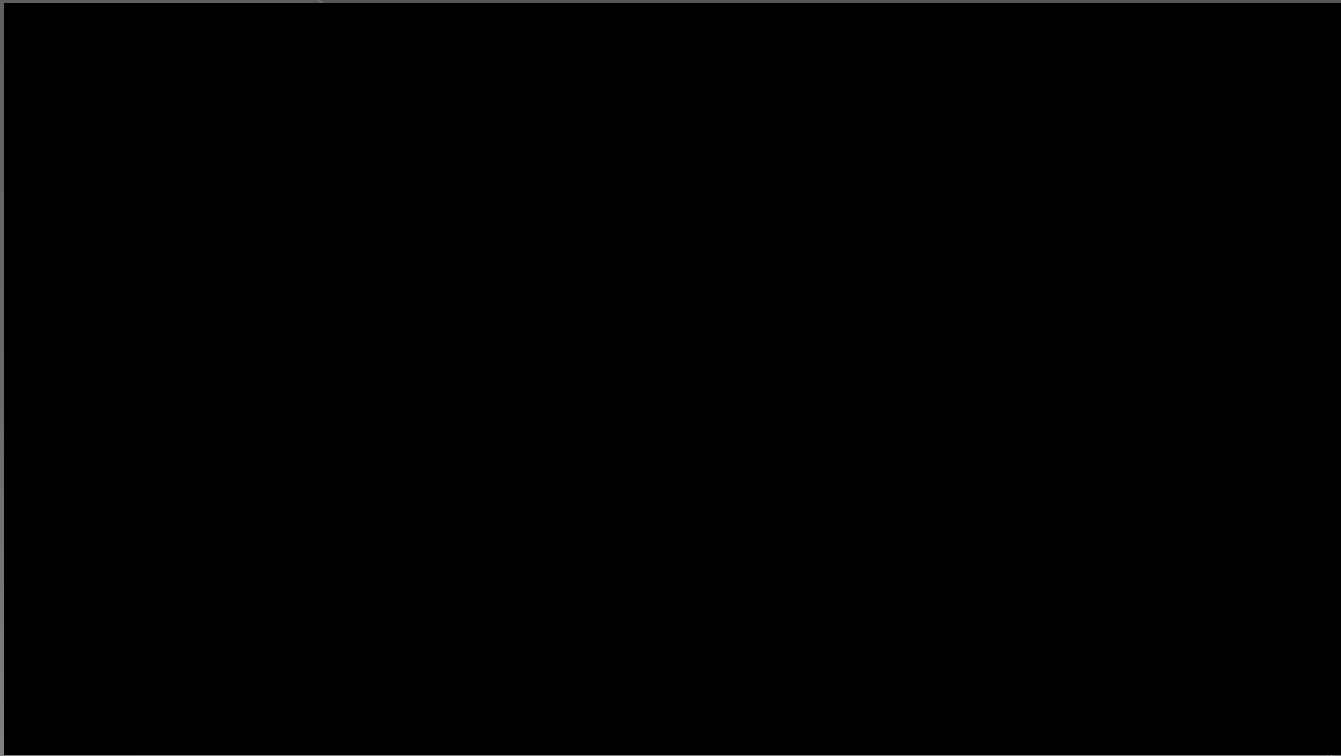
Jack's ....ABCs

| Antecedent | Child Behavior | Consequence |

MATRIX

ELO Individual Child Matrix

Using the video/scenario provided during the training complete the Individual Child Matrix.

	Child Goal/Outcomes/Targeted Behaviors	
	Goal/Outcome #1: Initiates and maintains interaction with familiar adults for two or more consecutive exchanges.	Goal/Outcome #2: Express wants and needs by looking at, reaching for, or pointing at common objects, people, events, or pictures.
Activity/Routine	**Adult Behaviors**	
Snack and Lunch	• Label all food, drink, and what child is doing (i.e. eating or drinking) • Put Snack out of reach to encourage child to initiate and interact	• Give the child a choice of what they want to eat. • Keep food out of reach so child request • Have child tell you when they are finished and/or hungry
Free Play	• Join child when they are playing and label what the child is doing- wait for child to take turns. • Play a turn taking game and what for child to indicate when they want a turn. • Describe what the child is doing and what the teacher is doing.	• Give child a choice of what center they want to go to first. • Put a favorite toy where the child can see it but not reach it. • Give child some of the materials for an activity, but wait for them to make a request for remaining materials.

Summary

- Meets children's needs with little change to the classroom's existing environment or routines
- Maximizes child's engagement as you are meeting their interests, learning needs and targeted goals.
- Encourages generalization of skills throughout the day….practice .. practice
- Children are learning skills along side their typical peers

Resources

- Snyder, P., Hemmeter, M.L. McLean, M.E., Sandall, S.R. & McLaughlin, T. (2013). Embedded Instruction to suppport early learning in response to intervention frameworks. In V. Buysse & E.S. Peusber-Feinberg(Eds.)Handbook of Response to intervention in early learning (pp. 283-300). Baltimore, MD: Paul H. Brooks Publishing Co.

- Copple, C., & Bredekamp, S. (Eds.) (2009). Developmentally appropriate practice in early childhood programs serving children from birth through age 8 (3rd ed). Washington, DC: National Association of Young Children

Thank-you

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